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## **A STUDY ON THE ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN MAMIT DISTRICT, MIZORAM**

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### **ABSTRACT**

*The study was conducted to find out the attitude difference towards inclusive education among secondary school teachers of Mamit District, Mizoram. Sample of 74 teachers were selected to conduct the study. Standardized scale of Attitude towards Inclusive Education developed by Dr. Vishal Sood and Dr. Mrs. ArtiAnand was used to collect the data. The findings of the study reveals that significant difference was found in the level of attitude towards inclusive education with reference to their school management type and professional qualification of the teachers. Further study reveals that there is low positive correlation between the different areas of attitude towards inclusive education viz. psychological/behavioural areas, parent/social areas and curricular/co-curricular areas.*

**KEY WORDS:** *Attitude , school, teachers, Mamit, Inclusive Education, International, national*

### **INTRODUCTION**

Attitude is defined as an influencer for or against an emotional learning (Thurstone, 1931). Allport, (1935) also defined attitude as a mind and neural condition of willingness, planned through knowledge, exert an instruction or lively pressure upon the individual's response to all substance and situations which it is related. Attitude is a word related to psychology, and attitude differs from person to person perception.

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all

learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules 1 on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. It has also been suggested that an inclusive approach to education is beneficial for all children, and the rewards of an inclusive

environment are not limited to children with special education needs (Nind & Wearmouth, 2006).

### **RATIONALE OF THE STUDY**

Inclusive education is the need of the learners. If we want to ensure the right of education for the children and equal opportunities for all, the inclusive education is the only alternative before us. Although inclusive education is still a matter of debate nationwide and worldwide but inclusive education is regarded as the only way to future educational system which will lead us to better education, better society and a better world. Only the task which is to be accomplished to achieve an inclusive system is to modify existing system to make it accessible to all types of learners, and not the change of the whole system. After all it is a matter of will and attitude of the stake holders teachers, administrators, educational planners, and parents. The teacher's attitude is very important in teaching and learning process. Attitudes are an important area to study because they influence so much of one's personal lives. It includes desires, convictions, feelings, views, opinions, beliefs, hopes, judgments and sentiments. Therefore, the study of attitudes is very important because there is a general believe that human behaviour and actions are influenced by attitudes, whereby attitudes are seen as the cause and behaviour is the consequence.

Today, societies have become concerned about ensuring the educational rights of all children, regardless of the severity of disabilities. As a result, the inclusion of students with disabilities into the regular educational setting has become the concern of educators, governments, and society at large. Teachers play a fundamental role in implementing open and inclusive environment for children in classroom. The attitude of teachers towards inclusive education is very important since tradition people have different attitude towards disability.

Keeping above in view it is imperative to find out the attitude of Teachers towards inclusive education so this study will provide information to facilitate the successful implementation of the Government policy. Hence, the present study is taken up.

### **CONCEPTUAL FRAMEWORK**

**Inclusive education:** In the present study, Inclusive Education implies that all children -with or without disabilities attend school in age-appropriate, regular classes and are supported to learn, contribute and participate in all Areas of the life of the school

**Attitude:** Attitude in the present study means the predisposition or a tendency to respond positively or negatively towards inclusive Education by the Teachers

**Teachers:** Teachers in the present study refer to Headmasters and Teachers of class IX and X

### **OBJECTIVES OF THE STUDY**

- 1) To find out the attitude of Teachers towards inclusive Education in relation to their school management type, educational and professional qualification of the teachers
- 2) To find out the relationship between the different area of attitude towards inclusive education

### **HYPOTHESES OF THE STUDY**

- 1) There is no significant difference on the attitude of teachers towards inclusive education in relation to their school management
- 2) There is no significant difference on the attitude of teachers towards inclusive education in relation to their educational qualification
- 3) There is no significant difference on the attitude of teachers towards inclusive education in relation to their professional qualification

### **OVERVIEW OF LITERATURE**

#### **International**

Clouch and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of inclusion. Stoler (1992), study indicated that teachers with high levels of education had less positive attitudes towards inclusion than those who did not achieve master's degree status. However, Heiman (2001) and Kuester (2000) concluded that a teacher's level of educational qualification did not significantly influence that teacher's attitude towards Inclusive Education. It would also seem that the most experienced educators have the lowest level of acceptance of inclusion (Forlin, Douglas, & Hattie, 1996; Knight, 1999). Further, Whiting and Young (1995) are of the view that older, more experienced teachers are uncomfortable with inclusive practices, because they face an intrusion into their rooms by support personnel. S.Bansal (2016) also found that that there exist significant differences in the attitude level of teachers with respect to type of school, educational qualifications and professional experiences.

#### **National:**

Dev and Belfiore (1996), found that them to be favourably disposed towards the inclusion of students with special educational needs. Santhi S Prakash (2012) found that experience of teachers has an impact on their attitude towards inclusive education. Mandeep Kaur & Khushwinder Kaur (2015) study reveals that there was no significant difference between male and female secondary school teachers with respect their attitude towards inclusive education. There was significant difference between rural and urban secondary school teachers with respect to their attitude towards inclusive education.

### **RESEARCH METHODOLOGY**

The present study is a descriptive research, and since it is scaled down into smaller sample with a specific population, it can also be termed as descriptive sample survey research.

**Population and sample:** The population of the study is Secondary School Headmasters and Teachers of Mamit District, Mizoram. Samples were drawn from the different schools of Mamit District by Stratified proportionate random sampling techniques'. The sample size is 74.

**Tool:** Teachers Attitude Scale towards Inclusive Education (TASTIE-SA) developed and standardized by Dr. Vishal Sood and Dr. Mrs. Arti Anand was used to collect data from the subjects. The questionnaire covers four area of attitude towards inclusive education namely

– Psychological/Behavioural, Social and Parents, Curricular and Co-curricular & Administrative area.

**Data Collection and data analysis:** The investigator personally approached the Headmasters of each school and collects data. Statistical analysis through t-test was used to test the hypothesis. Pearson product moment correlation was used to find out the relationship between different areas of attitude towards inclusive education.

## RESULT AND INTERPRETATION

### a) Attitude of Teachers towards inclusive Education in relation to type of School Management:

$H_0$  : There is no significant difference on the attitude of Teachers towards inclusive Education in relation to their school management

Table - 1

School Management	Mean	SD	t-value	Level of Significance
Government School	106.05	8.54	2.10	0.05
Private School	109.91	7.39		

The above table shows the test of significant differences between two types of secondary schools in their attitude towards inclusive education. 't'-value is found to be 2.10 which is significant at 0.05. The null hypothesis 'There is no significant difference on the attitude of Teachers towards inclusive Education in relation to their school management is rejected. This finding implies that level of attitude towards inclusive education between government

and private school teachers are significantly different.

### b) Attitude of Teachers towards inclusive Education in relation to Educational Qualification:

$H_0$  : There is no significant difference on the attitude of Teachers towards inclusive Education in relation to their Educational qualification

Table - 2

Educational Qualification	Mean	SD	t-value	Level of Significance
Graduate	106.58	6.5	1.14	N.S
Post Graduate	108.73	9.24		

Data vide table 1 shows the result for the test of significant differences between graduate and post graduate teachers in their attitude towards inclusive education. The table also shows that the 't'-value is 1.14 which is not significant. Therefore the null hypothesis 'There is no significant difference on the attitude of teachers towards inclusive education in relation to their educational qualification cannot be rejected.

### c) Attitude of Teachers towards inclusive Education in relation to Professional Qualification:

$H_0$  : There is no significant difference on the attitude of Teachers towards inclusive Education in relation to their professional qualification

Table - 3

Professional Qualification	Mean	SD	t-value	Level of Significance
Trained	105.27	7.78	2.35	0.05
Untrained	109.24	6.66		

The above table shows the 't'-value of 2.35 which is significant at 0.05. Hence, the null hypothesis 'There is no significant difference on the attitude of teachers towards inclusive education in relation to their professional qualification is rejected. This finding implies that there is difference in the level of attitude

towards inclusive education between trained and untrained teachers.

Further analysis of the means scores shows that untrained teachers have favourable attitude than those of trained teachers.

**d) Relationship between the different areas of attitude towards inclusive education**

**Table-4: Correlation co-efficient between different areas of attitude towards inclusive education**

	Psychological/Behavioural Area	Social and parents related Area	Curricular and Co-curricular Area	Administrative Area
Psychological/Behavioural Area	1			
Social and parents related Area	<b>0.37</b> (Positively low correlation)	1		
Curricular and Co-curricular Area	<b>0.31</b> (Positively low correlation)	<b>0.29</b> (Positively low correlation)	1	
Administrative Area	<b>-0.07</b> (No correlation)	<b>-0.1</b> (No correlation)	<b>-0.04</b> (No correlation)	1

Table No 4 shows the correlation co-efficient between the different areas of attitude towards inclusive education. The correlation between Behavioural and Social area, Behavioural and Curricular & co-curricular area, Social and Curricular & co-curricular area is 0.37, 0.31 and 0.29 respectively which shows low positive correlation. Low positive correlation implies that there is weak relationship between the two area of attitude towards inclusive education. Teachers who have favourable attitude in Behavioural area is considered to have favourable attitude in Social area towards inclusive education.

On the other hand there is no correlation between Administrative area with other areas of attitude towards inclusive education. This implies that the attitude on administrative area is not influenced by the attitude of other area like behavioural/psychological, social and curricular & co-curricular area.

**DISCUSSION**

The result of the study reveals that there is difference in the level of attitude towards inclusive education among the secondary school teachers of Mamit District, Mizoram; with reference to their school management and professional qualification. In Mizoram, two broad type of school exist as government and private. Administration and management differ between these two type of schools. Teacher’s attitude towards inclusive education between government and private school also differ. Private school teachers are considered to have more favourable attitude towards inclusive education. The reason behind these may be the difference in the management system. Private school is a part of business at some point. School fees serve as the main sources of income. Increase in student’s enrollment directly affects the financial aspect of the school. Hence, it is necessary for the managers and the teachers to give a deep care to all the students irrespective of gender, size, locality and even to the students with differently abled persons.

With reference to the professional qualification, the mean scores reveals that untrained teachers have more favourable attitude towards inclusive education than those of trained teachers. Inclusive education is a part of compulsory subjects in Teacher education. However, receiving proper awareness towards inclusive education

may in turn have negative effect. Teachers who really understand the importance of inclusive education may have the chance of ignoring the importance due to existence of certain requirements and formalities under inclusive education. The trained teachers were loaded with knowledge and information related to inclusive education. These loaded knowledge may become the reason for unfavourable attitude towards inclusive education.

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